

Comprehensive School Improvement Plan Check – Sheet
EFFICIENCY STANDARD 9 – COMPREHENSIVE AND EFFECTIVE PLANNING

Standard 9: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

YES	NO	QUESTIONS BASED ON LEVEL 3 DESCRIPTORS	SISI INDICATOR
Indicators 9.1.a to 9.2.a help to delineate the Executive Summary			
		<i>A consensus-building process is established that involves all stakeholders in the development of the school's vision, beliefs, mission, and goals.</i> ?Is a description of this process included within the Executive Summary? ?Were all stakeholders involved in the development of the school's vision, beliefs, mission and goals?	9.1.a There is evidence that a collaborative process was used to develop this vision, beliefs, mission, and goals that engaged the school community as a community of learners.
		<i>Study teams are appointed to work together to review school profile data and important information sources (e.g., research, identifying future trends) that impact student learning.</i> ?Is a listing of the study teams that identifies name and role group included in the Executive Summary?	
		<i>The initial drafts of the school's mission and belief statements are distributed for review and feedback to gain consensus.</i> ?Is a description of this process included within the Executive Summary?	
		<i>The mission, belief statements, and goals were finalized based on the input from stakeholder groups.</i> ?Is a description of this process included within the Executive Summary?	

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		<i>There is a systematic process for collecting and managing pertinent data to guide decision-making at the school and classroom level.</i> ?Is there a systematic process for collecting and managing pertinent data? ?Is this process explained within the Executive Summary? ?Was this data used to guide the decision-making process at the school, or classroom level?	9.2.a There is evidence the school/district planning process involves collecting, managing, and analyzing data.
		<i>The collection of data provides an accurate reflection of overall school performance and enables the school to determine areas of strength, as well as limitations.</i> ?Did the collected data provide an accurate picture of the school's performance ?Does it include both strengths and limitations?	
		<i>Data collected for the profile are disaggregated by appropriate subgroups (e.g. gender, race/ethnic group, economic level).</i> ?Was the collected data disaggregated by appropriate subgroups?	
		<i>A management system is in place to readily access and retain the school's profile data for updating or developing a longitudinal analysis.</i> ?Is a management system in place? ?Is it described within the Executive Summary? ?Is the data available to update or use for longitudinal analysis?	

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		<i>Data are analyzed to gain an understanding of the overall school program, and analysis leads to identification of the school’s strengths, limitations, and/or emerging issues.</i> ?Did the data analysis identify the school’s strengths, limitations, and/or emerging issues?	
		<i>The sets of data collected in each area of the profile are integrated and analyzed from a systems perspective.</i> ?Was the data analyzed from a systems perspective to identify common elements across all areas of the profile?	
9.2.b to 9.5.d are applicable to the Action Components of your Comprehensive Improvement Plan			
		<i>The analysis of the data contained in the school’s profile guide the school improvement planning process and is reflected in the objectives of the Comprehensive Improvement Plan.</i> ?Was the analysis of the data within the profile used to guide the improvement planning process? ?Is this reflected in the objectives of the action components?	9.2.b The school/district uses data for school improvement planning.
		<i>Written and graphical data summaries are analyzed and studied by school improvement planning groups.</i> ?Do the minutes from school improvement planning groups reflect that the written and graphical data summaries were analyzed and studied?	
		<i>The collected data are used to identify and prioritize areas of need for the Comprehensive Improvement Plan.</i> ?Are the Priority Needs identified in the Action Components based on the collected data? ?Is a description of this process identified as a part of the Executive Summary?	

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		<p><i>The planning team conducts a review of the latest educational research findings and future trends that have implications for defining the desired results for student learning.</i></p> <p>? Do minutes from the school improvement team reflect a review of the latest educational research findings and future trends?</p> <p>? Based on the results of the data analysis, are there any findings that have implications for the school?</p>	<p>9.3.a School and district plans reflect learning research and current local, state, and national expectations for student learning and are reviewed by the planning team.</p>
		<p><i>The planning team reviews district, state, and national learning goals as they determine goals for student learning.</i></p> <p>? Do minutes from the school improvement team reflect a review of district, state, and national learning goals as they apply to the school?</p>	
		<p><i>The planning team considers interdisciplinary, school-wide goals for student learning.</i></p> <p>? Did the planning team consider interdisciplinary school – wide / district – wide goals?</p> <p>? Are these school – wide / district – wide interdisciplinary goals reflected as goal statements within the Action Components?</p>	

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		<p><i>The school improvement team conducts an analysis of survey results of stakeholders' perspectives on the strengths and limitations of student learning and priorities for improvement.</i></p> <p>?Did the school improvement team or designees conduct an appropriate survey (e.g. effective schools survey) of stakeholders?</p> <p>?Did the school improvement team analyze stakeholder survey results?</p> <p>?Did this analysis have an impact on the school strengths, limitations, and priorities for improvement?</p> <p>?Is a description of this analysis included within the Executive Summary?</p>	9.3.b The school/district analyzes their students' unique learning needs.
		<p><i>Data are collected to verify strengths and to establish baseline data on areas identified as limitations so that improvements in student learning can be monitored over time.</i></p> <p>?Was data collected, analyzed, and an active database established?</p> <p>?Was a baseline for monitoring improvements in student learning established?</p>	
		<p><i>The analysis of student learning needs takes into account the profile data and other related assessment and evaluation measures of student learning.</i></p> <p>?Was the analysis of student learning needs based on multiple sources of assessment and evaluation measures?</p>	

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		<i>The desired results for student learning reflect worthwhile, challenging, and meaningful goals for student learning, reflecting a school-wide vision.</i> ??Are the school goals, as identified in the action components, worthwhile, challenging, meaningful and reflective of the identified school / district vision?	9.3.c The desired results for student learning are defined.
		<i>The desired results for student learning are stated in clear, concise, and measurable terms.</i> ??Are the identified results for student learning clear, concise, and measurable?	
		<i>Performance-based indicators for each of the desired results for student learning are defined, describing the type of evidence and the critical attributes of students' achievement of the goals.</i> ??Are the measurable objectives and expected impact from the strategies and activities well defined? ??Do they include measures, the types of evidence needed, and identify the critical attributes for student achievement?	
		<i>The school has identified 2 – 3 goals for student learning as priorities for the school improvement plan, based on a data-driven decision making process and an analysis of student learning needs.</i> ??Did the school identify 2 – 3 goals for student learning (Goal Statements) within the action components? ??Were these goals based on a data – driven decision-making process? ??Were these goals based on an analysis of student learning needs?	

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		<i>An analysis of perceived strengths and limitations of the instructional and organizational effectiveness is conducted based on research-based principles.</i> Were researched – based principles used to identify perceived strengths and limitations of the instructional and organizational effectiveness?	9.4.a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.
		<i>Each member of the faculty, instructional support staff, and administration is involved in the identification and review of perceived strengths or limitations.</i> Were the appropriate role groups involved in the needs assessment, planning and review teams? Is there a listing of role groups for the needs assessment, planning, and review teams with the members of each role group (signature and role group) included within the Executive Summary?	
		<i>Data are collected related to the areas of perceived strength to determine if they can be verified.</i> Are there multiple data sources to verify areas of perceived strength? Do these multiple data sources verify the areas of perceived strength and have they occurred consistently over a period of time?	
		<i>Data are collected related to the areas of perceived limitations to establish baseline measures so any improvements can be monitored over time.</i> Are there multiple data sources to verify areas of perceived limitations? Is the data used to establish a baseline to measure improvements over time?	

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		<p><i>Priorities for improvement (goals) are defined based on the analysis of the perceptions of strengths and limitations of the work of the school and the review of data/evidence collected pertaining to the critical dimensions of effective instructional practices and organizational conditions.</i></p> <p>??Are the goals in the action components based on the data analysis, identified strengths and limitations, effective instructional practices, and organizational conditions.</p>	9.4.b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.
		<p><i>School improvement goals related to instructional and organizational effectiveness are stated in clear, concise, and measurable terms.</i></p> <p>??Are the school improvement goals stated in clear, concise, and measurable terms?</p>	
		<p><i>Priorities for improvement include research-based strategies that build on the strengths or address the limitations of the school's instructional and/or organizational effectiveness.</i></p> <p>??Are the identified strategies and activities research – based?</p> <p>??Do they build on the identified strengths?</p> <p>??Do they address identified limitations?</p> <p>??Do they address school's instructional effectiveness?</p> <p>??Do they address the school's organizational effectiveness?</p>	
		<p><i>Action steps in the Comprehensive Improvement Plan are aligned with the goals and objectives for school improvement.</i></p> <p>??Are the strategies and activities sequenced and do they support the attainment of the specific measurable objectives?</p> <p>??Are the measurable objectives sequenced and do they support the attainment of the specific identified goal of each action component?</p>	9.5.a The action steps for school improvement are aligned with the school improvement goals and objectives.

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		<i>The action steps are based on validated, research-based, strategies that address the goals for improvement selected as action steps.</i> ??Are the activities and strategies validated and research – based? ??Do these activities and strategies ultimately promote successful completion of reaching school identified goals?	
		<i>The timelines established for the action component in the Comprehensive Improvement Plan are reasonable.</i> ??Are there identified timelines for each activity and strategy? ??Are these timelines reasonable i.e. not all due at the same time, or indicate a long term, sequential development?	9.5.b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.
		<i>Adequate resources are identified for all activities in the Comprehensive Improvement Plan, including financial resources, materials, and professional development.</i> ??Are necessary and appropriate resources identified for each strategy and activity? ??Are there adequate resources identified for each strategy and activity? ??Do the strategies and activities employ resources which are not limited to financial, material, and/or professional development?	

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		<p><i>The person(s) responsible for leading and implementing the action component in the Comprehensive Improvement Plan are identified, and the assignment of accountability responsibilities is clear. A variety of school staff members have been selected for these leadership responsibilities.</i></p> <p>?Does each strategy and activity have a person responsible identified?</p> <p>?Is this person responsible identified by name?</p> <p>?Does the SBDM policy clearly outline the responsibilities for staff members assigned as person responsible?</p> <p>?Is there a variety of names listed as person responsible?</p>	
		<p><i>The evaluation process includes documentation of the extent of implementation and effectiveness of the action steps.</i></p> <p>?Does the expected impact indicate the measure for evaluation of its associated strategy and activity?</p>	9.5.c The means for evaluating the effectiveness of the improvement plan are established.
		<p><i>A process for completing the Implementation and Impact check is established and fully implemented.</i></p> <p>?Is there an SBDM policy that establishes the process for completing the implementation and impact?</p> <p>?Do SBDM minutes reflect regular reports of implementation and impact checks completed on strategies and activities?</p>	

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		<i>Appropriate baseline measures are collected and reviewed.</i> ?Have appropriate baseline measures been identified? ?Have the strategies and activities related to identified limitations been measured against the baseline data? ?If necessary, are there clearly established progress points? ?Do these progress points have identifiable measures? ?Are there identifiable gains or are there identifiable losses? ?Are these gains or losses reported? ?Are adjustments made as a result of the gains or losses?	
		<i>An assessment plan for documenting student growth on the selected target goals is established and reflects the principles of sound assessment.</i> ?Does the SBDM council have an assessment plan for documenting student growth? ?Does this plan reflect valid assessment principles? ?Is this process described within the Executive Summary?	
		<i>The action components in the Comprehensive Improvement Plan are aligned with the school's beliefs and mission.</i> ?Is there alignment between the action components and the school's beliefs and mission statements?	
		<i>The action components in the Comprehensive Improvement Plan support the desired results for student learning and instructional and organizational effectiveness.</i> ?Are the action components tightly aligned with the identified results for student learning, instructional and organizational effectiveness? ?Are there written and graphical data summaries to support this?	9.5.d The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

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<i>Indicators 9.6.a to 9.6.d should be used for evaluative purposes after plan implementation</i>			
		<p><i>The school improvement team functions effectively and provides ongoing leadership and support for the implementation of the plan.</i></p> <p>?Did minutes from the school improvement team indicate effective leadership for the plan’s implementation?</p> <p>?Did minutes from the school improvement team indicate ongoing leadership for the plan’s implementation?</p> <p>?Did minutes from the school improvement team indicate how the implementation has been supported?</p>	9.6.a The plan is implemented as developed.
		<p><i>Most staff members are involved in implementing the Comprehensive Improvement Plan and know its goals.</i></p> <p>?Were a majority of the staff members involved in plan implementation?</p> <p>?Could a majority of the staff members articulate the plan’s goals?</p>	
		<p><i>School/District leadership provides adequate follow-up support and resources for implementing the Comprehensive Improvement Plan.</i></p> <p>?Was there adequate follow – up support for plan implementation?</p> <p>?Was there adequate assignment of resources for plan implementation?</p>	

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		<i>Data/Evidence of students' levels of performance in the target goal areas is collected.</i> ?Was new data/evidence collected? ?Did this data/evidence indicate improvement in students' levels of performance? ?Was this improvement in the areas of the targeted goals?	9.6.b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.
		<i>Summaries of the student assessment data are provided in the documentation.</i> ?Were there summaries of student assessment data included as evidence?	
		<i>?Comparisons of student achievement prior to and following the implementation of the Comprehensive Improvement Plan are completed.</i> ?Did minutes of the school planning team indicate comparison of new data/evidence to baseline data?	
		<i>A variety of data/evidence pertaining to the extent of implementation of the action steps and improvement in instructional and organizational effectiveness is collected.</i> ?Were multiple sources of data/evidence collected and analyzed? ?Did the data/evidence indicate an improvement in instructional and organizational effectiveness?	9.6.c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.
		<i>Evidence of the school's progress in building and strengthening the school's instructional and organizational effectiveness is documented and summarized.</i> ?Were the school progress report properly maintained? ?Was this documentation summarized?	

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		<i>The expected impact, as specified in the plan, was met.</i> ?Based on the plan’s expected impact, were the identified measures met?	
		<i>The school improvement team reviews and analyzes significant turning points or progress in achieving the goals of the Comprehensive Improvement Plan. The school formally recognizes and celebrates these accomplishments.</i> ?Were significant turning / progress points identified? ?Were these turning / progress points reviewed and analyzed? ?Did the school formally recognize and celebrate these accomplishments?	9.6.d There is evidence of attempts to sustain the commitment to continuous improvement.
		<i>Regular reports are given to the SBDM council.</i> ?Did the SBDM council minutes reflect regular reports on progress of plan implementation?	
		<i>Data/Evidence of achievement is collected, and adjustments are made to the action steps to help the school more successfully achieve the target goals and objectives.</i> ?If needed, were adjustments made to the strategies and activities? ?Was the decision to make adjustments based on data/evidence? ?Did these adjustments help the school to successfully achieve its targeted goals and measurable objectives?	

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		<i>Feedback is collected from the school's stakeholders, and necessary modifications are made.</i> ?At the turning / progress points, was feedback collected from the school stakeholders? ?Were these perceptive data used as part of the multiple sources of data/evidence? ?Were there any modifications made based on or partially based on this perceptive data?	
		<i>Any new or emerging targets for improving student performance are identified.</i> ?Based on the multiple sources of data, were there any new or emerging targets for improving student performance identified?	